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ABSTRACT

This report asserts that a large minority of students are not only disinterested in their education but are beginning to actively reject the education that they are being offered. The problem is particularly acute for students of the working class or minority groups. This study investigated whether there are differences among city high schools, differentiated according to racial composition, in what is classified as relevant or irrelevant in the educational program, and to identify and explain these differences. Forced choice Q-sorts related to the student's social-personal and academic development were used. The findings indicate that there were differences in the relevance of education, depending upon the racial composition of the school. In many instances, aspects of the educational program which were categorized as relevant for students in one school were categorized as irrelevant for students in another school having a different racial composition. Further, the identical items were sometimes considered irrelevant for different schools for entirely different reasons. (Author/LAA)

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A COMPARISON OF THE RELEVANCE OF EDUCATION IN THREE CITY HIGH SCHOOLS: BLACK, WHITE AND INTEGRATED

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Introduction

In a national survey, Harris and associates conducted 2,500 interviews with students, teachers, and principals of one-hundred high schools in representative large cities, suburbs, small towns, and rural areas (Harris, 1969). They found that thirty per cent of the students found education dull and boring; fifty-six per cent of the students felt they learned a lot in school.

In another study, Sprinthall and Mosher indicate that there is a high rate of rejection of academic subjects by students in urban and suburban public schools (Sprinthall and Mosher, 1969, 111-20).

Apparently, a large minority of students are not only disinterested but are beginning actively to reject the education they are being offered.

As pointed out by Handlin:

> A large part of the high school population consequently finds itself enmeshed in an institution that has little relevance to present and future needs. (Handlin, 1969, p. 353).

The problem is particularly acute for lower or working class students and students of minority groups. Kaufman and Lewis indicate that such students may be dropping out of school because they find school irrelevant. They write:

> It has been said many times that the school is a middle-class institution. Conversely, the dropout problem centers in the lower social classes...The traditional school is discontinuous with realities of lower-class life. Its curriculum has no relevance to the child's everyday experience. (Kaufman and Lewis, 1968, p. 19).

Particularly for the black student, education is and always has been largely irrelevant. Long states:

> Education for the Negro has always lacked relevance to life, and quitting school has been, in the context of Negro social and cultural history, normal (Long, 1967, p. 169).

Statement of Problem

The objective of this study is to investigate whether there are differences among city high schools, differentiated according to racial composition, in what is classified as relevant or irrelevant in the educational program, and to identify and explain differences that are found.

Definition of Relevance*

Students will find school relevant if it helps them to accomplish goals which they consider important. In addition to identifying those goals which students consider important, school must provide the necessary means by which students can be helped toward achieving these goals. In the information sciences, relevance is usually taken to mean usefulness to the user (See Kent, et.al., 1967). Similarly, the question of the relevance of education deals with the question of how valuable a student perceives his education to be. This is to be distinguished from the value which the student places on education. The evaluation which a student places on his education may be affected by the value he places on education in general, or conversely, may affect the value he places on education. As Ravitz (1963, p. 18) points out, a student may place a value on education, but may feel the education he is getting is not valuable; that it is not useful to him.

With the dimension of evaluation, the question of relevance becomes essentially a question of emphasis. As students judge what is important they are indicating the emphasis they feel school should be placing on particular items. In their evaluation of how well school is helping them

*Space limitations do not permit a full elaboration of the conceptualization of this definition. For a more complete discussion see Ptaschnik, 1971, pp. 5-27.

to accomplish certain items, students are also indicating their impression of the emphasis they feel school is placing on these items. Relevance can be said to occur when the emphasis students indicate school places on an item is the same as the emphasis they believe should be placed on the item. In this case, relevance is estimated as the degree of congruence between what students want out of school and what they believe they are getting out of school. The more congruent the two sets of perceptions, the more relevance school would have. Conversely, the more discrepant the two sets of perceptions, the less relevance school would have.

A Typology of Relevance

In considering the degree of importance attached to possible goals which a student may or may not want school to help him accomplish, and the degree to which school is or is not helping the student accomplish these goals (as evaluated by the student), four major types of relevance emerge. These relationships can be diagrammed as follows:

Degree To Which Student Believes School Is Helping Him With His Goals	Degree to Which Student Perceives Goals As Important: Low	Degree to Which Student Perceives Goals As Important: High
Low	Non-Relevance	Insufficient Relevance
High	Positive Irrelevance	Relevance

Fig. 1.--A Typology of Relevance

Relevance

Within this type are those items which students believe school should most help them accomplish and which they believe school is most helping them accomplish. To put it simply, what students want school to do, school is doing.

Non-Relevance

Within this category are the items which students believe school should least help them accomplish, and which they also believe are least being accomplished through school; what might be termed "relevance by exception." Stated another way, what was least believed by students that school should do was what students believed school was doing least.

Insufficient Relevance

In this category are included those items which students want school to do, but which they believe school is not doing. Either school is not placing enough emphasis on these items, as suggested by the term "insufficient relevance," or students are placing too much emphasis.

Positive Irrelevance

Whereas in the case of insufficient relevance it could be considered that school did not place enough emphasis on certain items, in the instance of positive irrelevance it is thought either that school is placing too much emphasis on certain items (what may be thought of as "too much of a good thing") or students are placing too little emphasis.

Study Design

Although there has been much speculative writing on the concept of relevance, very little research has actually been conducted. There has been little basis from which to advance precise hypotheses for investigation. In order to formulate a more precise research problem and provide for systematic and rigorous testing of hypotheses, it seemed most appropriate

first to design an exploratory study.

Population and Sample

As the study was exploratory, it was decided to limit its focus to three urban secondary schools--predominantly black (99.3% black), predominantly white (6.5% black), and integrated (53.8% black). A stratified, random sample was selected from each of the three secondary schools. The student population of each school was first divided into several strata according to grade and sex within grade after which a simple random sample was taken from each stratum (N=270)*.

Instrumentation

Forced choice Q-sorts were developed to measure: (1) what students believed school should help them accomplish; and (2) the degree to which students believed school was helping them to accomplish these items. The intention was to develop a heterogeneous group of items which could represent the broad diversity of "goals" that students wanted school to help them accomplish and/or that school wanted to help students accomplish.

The items that were used were developed from two major sources: the goals of the school system as viewed by educators, and the goals of the school system as viewed by students.

The goals taken to represent educators are the "Proposed Goals of Education" as reported by the Commonwealth of Pennsylvania, Committee on Quality Education, contained in a statement of the philosophy of the public schools (Educational Testing Service, 1965, pp 10-12).

*Only the eighth, tenth, and twelfth grades within each school were utilized as it was felt that this would provide sufficient diversity and representativeness for the purposes of the study.

Additional items were derived from statements by students concerning what they wanted school to help them accomplish and from analysis of the local student newspaper, entitled "I'm All Right."

Approximately half of the items relate to the student's social-personal development, while the remaining items are concerned with the student's academic development.

The fifty-one items that were used in the study are indicated below:

1) Like education
2) Learn about religion
3) Learn how to work with numbers
4) Learn about sex
5) Learn the thoughts of the great writers and philosophers
6) Understand my parents better
7) Prepare for a better life
8) Learn trades such as construction or manufacturing
9) Learn what man has learned about himself
10) Have the freedom to choose whatever subjects I want to take
11) Learn what happened long ago
12) Learn the homemaking or handyman skills needed for family life
13) Learn more about groups of people different from my own
14) Have the freedom to hold assemblies with whomever we choose
15) Learn something about many things
16) Know what to expect from marriage and family life
17) Learn how to be a good citizen
18) Learn what people have achieved in science
19) Learn to appreciate the great artists and musicians
20) Learn about my community
21) Learn how to make greater use of my imagination
22) Learn how to speak and write a foreign language
23) Learn about the present
24) Learn business or secretarial skills
25) Learn what opportunities are available to me
26) Be creative in whatever I want to do
27) Know more about myself
28) Understand how to have a sound mind and body
29) Make the best of the opportunities available to me
30) Prepare for further education after high school
31) Learn how to manage and budget my money
32) Have the freedom to speak my mind freely in school
33) Be popular
34) Be able to decide what is right and wrong
35) Have good health habits
36) Learn about our government and leaders
37) Get into college
38) Understand more about people of other races
39) Have a lot of pride and confidence in myself

40) Be able to make up my mind about important things
41) Learn about our economic system
42) Learn about drugs
43) Get a good job
44) Be happy in school
45) Learn about the history of my race
46) Have the freedom to dress the way I want in school
47) Feel I am an important member of society
48) Learn about the future
49) Learn industrial arts such as electric or wood shop
50) Prepare to live in our rapidly changing world
51) Learn how to work with words-reading, writing, and speaking

Description of the Q-Sort Method

Each student was handed a set of these fifty-one statements, each statement printed on an IBM card.* He was told to sort the cards into nine piles according to what he felt school should help him to do. The student was to place in the first pile those cards which he felt were the most important things school should help him to do, in the second pile those cards which he felt were the next most important things school should help him to do, and so on until in the last pile he was to place those cards which he felt were the least important things that school should help him to do.** This sort is referred to as the "Should Q-sort," or Sort I.

When he completed the first sort, he was given another identical set of cards and was told to sort the cards again into nine piles according to how well he felt school is helping him to do these things. He was to place in the first pile those cards which he felt school was most helping him to

* In order to avoid possible bias from the order of cards, each set of cards was shuffled before they were given to the students so that the order of the cards would be randomized.

**Each student was given a box divided into nine compartments into which he could easily place the cards and move the cards around as much as he wanted until he was satisfied with the way he had sorted the cards.

do, in the second pile those cards which he felt school was next most helping him to do, and so on until the last pile, where he was to place those cards which he felt school was least helping him to do. This sort is referred to as the "Is Q-sort," or Sort 2.

Students were told before they began into how many piles they should sort the cards and the number of statements that should go into each pile. The distribution that was adopted approaches a normal distribution and is indicated in Table I.

TABLE I

SPECIFIED DISTRIBUTION FOR Q-SORT ARRANGEMENTS

Pile Number	1	2	3	4	5	6	7	8	9
Number of Cards in Pile	3	4	6	8	9	8	6	4	3

Although the piles are ordered relative to each other, further discrimination of the items within each pile was not required. For each item, the pile number into which it was placed also served as that item's value.*

Analysis of Relevance

In order to analyze the Q-sort data, the means of the distribution of scores for each item were utilized. This is a summary measure which provides an average of the rankings given by students for each item. As a measure

* After key punching the pile values were reverse coded so that the values ranged from nine to one, with nine being high and one being low.

of central tendency however, it does not take into account the variance of each item distribution and so it cannot be ascertained in the present study whether or how different groups of students are distributed for each item.

Using the t-test to ascertain differences between means, items were divided into the typology of relevance according to the following criteria:

1. If there were no significant differences between the item's mean on the Should Q-sort and the mean on the Is Q-sort, the congruence was considered close enough for the item to be classified as relevant. There were then two possibilities:

a) If the item was given high priority by students on the Should Q-sort, then it was classified as relevant.

b) If the item was given low priority, it was classified as non-relevant.

2. Ifthere were significant differences between the item's mean on the Should Q-sort and the mean on the Is Q-sort, the item was classified as irrelevant. There were then two possibilities:

a) If the item was given high priority by students on the Should Q-sort and low priority by students on the Is Q-sort, it was classified as having insufficient relevance.

b) If the item had low priority on the Should Q-sort and high priority on the Is Q-sort, it was classified as having positive irrelevance.

Items considered to have high priority were those placed above the median and which differed at the 0.05 or 0.01 level from those placed below the median.

Reliability of the Q-Sorts*

As it was necessary to develop a set of instruments in order to measure the relevance of education, considerable attention was paid to estimates of the reliability of these instruments. Due to the intended heterogeneity of the instrument, measures of test-retest reliability were obtained. Estimates of reliability were calculated both for the rank scores and the raw scores.

Reliability of the Rankings of Items

The reliability of ranks of the Q-sorts were obtained by computing the rank-difference coefficient of correlation. Rho was computed at .88 for the Should Q-sort, Sort 1, and at .82 for the Is Q-sort, Sort 2.

As much of the analysis would pertain to an analysis of difference scores of the ranks of items between the Should and Is Q-sorts to ascertain the classifications of relevance, the reliability of the difference scores for rankings was also determined. The reliability of difference scores for the rank measurements is .67.

Stability of Item Scores

In order to determine the stability of the actual scores obtained for the Q-sorts, the product-moment correlation coefficient with equal means and standard deviations was tabulated. The coefficient of reliability-stability for the actual scores of Sort 1 is .89 and for the actual scores of Sort 2 it is .88. The coefficient of reliability of the difference scores for the actual scores of Sort 1 and Sort 2 is found to be .74.

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*For a more detailed discussion of the methods used to estimate the reliability of the Q-sorts, see Ptaschnik, 1971, pps 45-65.

FINDINGS

The Relevance Of Education In City Schools -- Black, White, And Integrated

The correlations for what students in each school wanted out of school and what they believed they were getting out of school are indicated in Table 2.

TABLE 2

THE RELEVANCE OF EDUCATION IN THE PREDOMINANTLY BLACK, PREDOMINANTLY WHITE AND INTEGRATED SCHOOLS

(N = 90 Per School)	Correlation Between "Should" And "Is" Q-Sorts
Integrated School	.71
Black School	.64
White School	.57

The difference between the correlation coefficients for the white and integrated schools is significant at the .13 level, indicating that the correlation coefficients and consequently the degree of relevance does not differ significantly between schools. Even though the three schools have approximately the same degree of relevance generally, the analysis of what is categorized as relevant and irrelevant in each school indicates that there are specific differences between schools.

Further, as suggested by the correlation of the predominantly white school, more items were classified as irrelevant for this school, than for the two other schools combined. Almost 61 per cent (31) of the 51 items were classified as irrelevant for the predominantly white school. Thus, while quantitatively the differences between the schools were not significant, qualitatively, the differences were considerable.

Items Which Were Classified As Relevant For Students In All Three Schools - Black, White And Integrated

Of the total number of items, 27 per cent or 14 were categorized as relevant for students in all schools. They are indicated in Table 3.

(Insert Table 3.)

An important explanation for why school can be considered relevant is that students perceive school as helping them to accomplish one of the most important objectives they have for school -- preparation for further education. School was categorized as relevant for students in each of the three schools in preparing them for further education after high school.

Equally important, school was classified as relevant for students in each individual school because school was helping to prepare students for a better life and helping them to learn what opportunities are available to them to an appropriate degree.

Another of the major objectives which was classified as relevant for students in each individual school concerned students learning about groups of people different from their own and understanding more

about people of other races.

School was also categorized as relevant for students in each school in helping students to learn about the present and the future. Apparently, criticisms that school is "irrelevant" because it does not help students to learn "what's happening now" is, according to the findings of this study, unfounded.

The only academic subject which was classified as relevant for students in each school was economics. This apparently resulted from a consistent placing of economics in the middle range categories for both Sorts 1 and 2. Seemingly, students in all three schools were not too concerned with economics, either positively or negatively, and the indication was that school was appropriately meeting these needs, neither overemphasizing or underemphasizing economics to any great extent.

With regard to occupational, vocational and technical education, the only item which was classified as non-relevant for students in each school was learning business or secretarial skills.

Items Classified As Irrelevant For Students In All Schools -- Black, White And Integrated

Of the total of 51 items, only 12 per cent or six items, were classified as irrelevant for students in all three schools. They are indicated in Table 4.

(Insert Table 4.)

While learning about the present and the future were classified as relevant, learning about the past, was classified as positively irrelevant

for students in each individual school. Of all the items which were classified as irrelevant for students in each of the three schools, history and science, classified as having positive irrelevance, were the most irrelevant.

Of the items which were classified as having insufficient relevance for students in each school, learning about sex was the most irrelevant.

Items Classified As Irrelevant For Students In The Black And White Schools

About 14 per cent or seven of the total universe of 51 statements were classified as irrelevant for students in both black and white schools. They are indicated in Table 5.

(Insert Table 5.)

Of the seven items which were considered irrelevant for these students, two items were classified as irrelevant for students in the black school for entirely different reasons than they were classified as irrelevant for students in the white school. The item which had the most irrelevance dealt with students' freedom to dress the way they wanted in school. The second item dealt with students' learning about the history of their own race.

Students in the black school were receiving so little freedom to dress the way they wanted in school as compared to the priority they assigned to this that school was categorized as insufficiently relevant for them in this area. However, for students in the white school, since they

were receiving so much more freedom in comparison to what they wanted, having the freedom to dress the way they wanted in school was classified as positively irrelevant for them.

With regard to learning about the history of their race, students in the black school were receiving so little help in this area as compared to the high priority they assigned to this that school was categorized as insufficiently relevant in reference to that item. However, for students in the white school, since this was receiving so much more emphasis in comparison to what they wanted, learning about the history of their race was classified as positively irrelevant for them.

The item which had the third highest irrelevance for students in both black and white schools dealt with making the best of available opportunities. While school is viewed as helping students sufficiently in all three schools to learn about available opportunities (what might be termed the "academic" component) either school is falling short of helping students in the black and white schools to accomplish the "action" component, helping these students to make the best of their opportunities to the degree students want; or students in these schools are expecting too much of school in this area.

Of all the items which were considered irrelevant for students in both the black and white schools, foreign language, classified as positively irrelevant, was the most irrelevant.

Items Classified As Irrelevant For Students In The White And Integrated Schools

Approximately 6 per cent, or three of the total number of items were classified as irrelevant for students in the predominantly white and integrated

schools. They are indicated in Table 6.

(Insert Table 6.)

It is interesting to note that both math and English were irrelevant to students in both the integrated and the predominantly white schools either because school was overemphasizing these items to too great an extent, or students in these schools were underemphasizing the importance of these items as compared to the emphasis they believed school was placing on math and English.

Items Classified As Irrelevant For Students In The Black And Integrated Schools

Only one item (2 per cent of the total number) was classified as irrelevant for students in both the integrated and predominantly black schools, that being learning about religion. The figures are presented in Table 7.

(Insert Table 7.)

Although students in both schools placed an extremely low emphasis on this item, they still were either emphasizing it too much or school was placing too little emphasis on helping these students to learn about religion to the degree desired.

Items Classified As Irrelevant Only For Students In The Predominantly Black School

About eight per cent or four of the fifty-one statements were classified as irrelevant only for students in the predominantly black school. They are indicated in Table 8.

(Insert Table 8.)

Of the items categorized as irrelevant only for students in the black school, learning homemaking or handyman skills, classified as positively irrelevant, was the most irrelevant.

One of the items classified as irrelevant only for students in the predominantly black school was developing pride and confidence in themselves. Either school was not helping the students in the predominantly black school sufficiently to have a lot of pride and confidence in themselves or students in the predominantly black school were placing too much emphasis on this item.

Further, while school was also not providing the degree of help desired by students in the predominantly black school to get good jobs, it was indicated that there was more emphasis placed by the school on helping these students to learn trades such as construction or manufacturing than was desired. It may be that while school is emphasizing the study of trades to enable students in the predominantly black school to get good jobs, this is not viewed by students as one of the job areas that should be emphasized by the school.

Items Classified As Irrelevant Only For Students In The Integrated School

Learning what man has learned about himself was the one item classified as irrelevant only for students in the integrated school. As indicated in Table 9, students placed much less emphasis on wanting to learn this than they believed school was placing on helping them to learn this.

(Insert Table 9.)

Items Classified As Irrelevant Only For Students In The Predominantly White School

Almost 27 per cent or 14 of the total number of items were classified as irrelevant only for students in the white school. More than two-thirds of these or nine items were categorized as insufficiently relevant. They are indicated in Table 10.

(Insert Table 10.)

The item having the greatest degree of insufficient relevance not only in category three but in all three categories was "understand my parents better."

It can be noted that the predominantly white school was the only school where it was indicated that students weren't being helped to like education or to be happy in school to the desired degree. Further, while all of the items relating to student freedoms in school were classified as irrelevant for students in the white school, two of these items, having the freedom to choose whatever subjects they want to take and having the freedom to hold assemblies with whomever they choose were classified as irrelevant only for these students. It seems that either students were placing too much emphasis on items such as freedom to choose their subjects or liking education, or, school was placing too little emphasis.

Approximately one-third or five of the items which were considered irrelevant only for students in the white school were categorized as positively irrelevant. They are indicated in Table 11.

(Insert Table 11.)

Of all the items which were classified as having positive irrelevance for students in the white school, "learning industrial arts such as electric

or wood shop" was the most irrelevant.

While learning about our government and leaders was the one academic area considered irrelevant only for students in the predominantly white school, almost all of the academic subjects were classified as irrelevant to some degree for students in this school, most of these being positively irrelevant.

Summary And Conclusions

The findings of this study indicate that there were differences in the relevance of education, depending upon the racial composition of the school. In many instances, aspects of the educational program which were categorized as relevant for students in one school were categorized as irrelevant for students in another school having a different racial composition. Further, identical items were sometimes considered irrelevant for different schools for entirely different reasons. Table 12 presents a summary of the categorization of the relevance of education for students in the three schools.

It can be noted that most of the academic subjects were classified as irrelevant for students in at least one of the three schools. History, science, and art and music were categorized as positively irrelevant for students in all schools; English and math were classified as positively irrelevant for students in the white and integrated schools; the humanities and foreign languages were considered positively irrelevant for students in the white and black schools; learning what man has learned about himself was viewed as positively irrelevant for students in the integrated school; and learning about our government and leaders was categorized as positively irrelevant for students in the white school.

It appears then that school can be considered irrelevant not only because of what it does not do, but also because of what it does do. Except for foreign languages, which are recommended, and occupational, vocational and technical education, school appears to establish its own irrelevance. All of the other academic subjects considered to have positive irrelevance are required in some degree, for grades nine through twelve regardless of the curriculum option of the students.

It may be stated that the required courses are a major factor in leading school to be classified as irrelevant. Both the fact of requirement and the substance of requirement augment the irrelevancy.

Particularly for students in the predominantly white school, school seems to negate the enjoyment of the process of education through its implementation of the process. Students appear to be faced with, on the one hand, what seems to be a "good education," in the traditional sense, yet on the other, one for which they lack any positive feelings.

The fact that these subjects are classified as positively irrelevant indicates that in the students' opinion they <u>are</u> being helped to learn these academic subjects, regardless of whether school is placing too much emphasis upon them or students are placing too little emphasis, i.e., regardless of the fact that they are classified as positively irrelevant. Thus, students are being given, it seems, a very adequate formal academic education, although the content and extent of what they are learning does not appear to be relevant for these students in all cases.

The major question which remains unanswered is this: What difference does relevance make?" What effects would it have on students, faculty, and

schools in general, to operate an educational program which was as relevant as possible? What would it be like to have schools which were relevant?

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TABLES

TABLE 3

ITEMS CLASSIFIED AS RELEVANT FOR STUDENTS IN ALL THREE SCHOOLS--
BLACK, WHITE AND INTEGRATED

Item No.	Item	Black School				White School				Integrated School			
		Q-Sort 1		Q-Sort 2		Q-Sort 1		Q-Sort 2		Q-Sort 1		Q-Sort 2	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
30.	Prepare for further education after high school	6.49	4	6.43	1	6.77	1	7.01	2	6.29	2.5	6.03	4
7.	Prepare for a better life	6.11	6	5.81	8	6.11	8	5.67	13	6.29	2.5	6.60	1
25.	Learn what opportunities are available to me	6.04	7	6.09	2	5.68	14	5.31	18	5.61	10	5.83	6
23.	Learn about the present	5.27	17	5.17	23	6.27	4	5.86	12	5.67	9	5.47	12
38.	Understand more about people of other races	5.44	15.5	5.30	18	5.62	15	5.16	21	4.73	34	5.11	24
13.	Learn more about groups of people different from my own	5.06	22	5.31	17	5.70	13	5.52	14	5.02	25	4.99	25
17.	Learn how to be a good citizen	4.83	32	5.09	28	5.07	26.5	5.04	24	5.74	7	5.49	11
48.	Learn about the future	5.13	19.5	4.96	31	4.91	28	5.10	22	5.31	13.5	5.21	20

TABLE 3 CONTINUED

Item No.	Item	Black School				White School				Integrated School			
		Q-Sort 1		Q-Sort 2		Q-Sort 1		Q-Sort 2		Q-Sort 1		Q-Sort 2	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
34.	Be able to decide what is right and wrong	4.86	30.5	5.16	24	5.22	22	5.01	26	5.17	20.5	5.73	10
41.	Learn about our economic system	4.86	30.5	5.39	14	5.47	20	5.89	11	4.68	37.5	4.57	39
24.	Learn business or secretarial skills	5.20	18	5.20	22	4.07	42.5	4.48	37	5.23	18	5.14	21
47.	Feel I am an important member of society	5.12	21	4.61	39	4.84	30	4.38	41	4.53	42	4.47	40
28.	Understand how to have a sound mind and body	4.93	28	4.97	30	4.76	32	4.79	31.5	4.74	33	4.83	32.5
20.	Learn about my community	4.94	27	4.67	38	4.39	36	4.61	34	4.71	35.5	4.68	36

TABLE 4

ITEMS CLASSIFIED AS IRRELEVANT FOR STUDENTS IN ALL SCHOOLS -- BLACK, WHITE, AND INTEGRATED

Item No.	Item	Black School				White School				Integrated School			
		Q-Sort 1 Should		Q-Sort 2 Is		Q-Sort 1 Should		Q-Sort 2 Is		Q-Sort 1 Should		Q-Sort 2 Is	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
	Insufficient Relevance												
4.	Learn about sex	4.77	33	3.80	48**	4.68	33	2.99	49**	5.24	17	3.48	50**
16.	Know what to expect from marriage and family life	4.57	36	3.64	49**	3.97	46	2.70	51**	4.83	31	3.76	49**
32.	Have the freedom to speak my mind freely in school	5.86	9	5.06	29*	6.19	7	5.01	26**	5.72	8	4.62	37**
	Positive Irrelevance												
11.	Learn what happened long ago	3.46	47	6.05	3**	4.12	41	6.24	7**	4.09	46	5.24	19**
18.	Learn what people have achieved in science	4.40	39	5.76	9**	4.66	34.5	6.18	9**	4.29	45	4.89	30*

TABLE 4 CONTINUED

Item No.	Item	Black School Q-Sort 1 Should Mean	Rank	Black School Q-Sort 2 Is Mean	Rank	White School Q-Sort 1 Should Mean	Rank	White School Q-Sort 2 Is Mean	Rank	Integrated School Q-Sort 1 Should Mean	Rank	Integrated School Q-Sort 2 Is Mean	Rank
19.	Learn to appreciate the great artists and musicians	3.93	48.5	4.81	34**	3.23	50	4.48	37**	3.36	51	4.02	48*

* Significant at 0.05 level
** Significant at 0.01 level

TABLE 5

ITEMS CLASSIFIED AS IRRELEVANT FOR STUDENTS IN BOTH THE PREDOMINANTLY BLACK AND PREDOMINANTLY WHITE SCHOOLS

Item No.	Item	Black School				Sig. Level	White School				Sig. Level
		Q-Sort 1		Q-Sort 2			Q-Sort 1		Q-Sort 2		
		Mean	Rank	Mean	Rank		Mean	Rank	Mean	Rank	
46.	Have the freedom to dress the way I want in school	5.00	24.5	3.82	47	.01	4.32	38	6.04	10	.01
45.	Learn about the history of my race Insufficient Relevance	6.64	1	4.74	37	.01	4.36	37	5.01	26	.05
29.	Make the best of the opportunities available to me Positive Irrelevance	6.39	5	5.63	11	.01	6.22	5	5.39	16	.01
22.	Learn how to speak and write a foreign language	4.16	42	5.11	26.5	.01	4.17	40	6.21	8	.01
15.	Learn something about many things	4.70	35	5.36	15	.05	5.16	24.5	6.30	6	.01
33.	Be popular	2.78	51	3.57	50	.01	2.79	51	3.41	47	.05
5.	Learn the thoughts of the great writers and philosophers	3.99	46	4.58	40	.05	4.26	39	4.93	29	.05

TABLE 6

ITEMS CLASSIFIED AS IRRELEVANT FOR STUDENTS IN BOTH THE PREDOMINANTLY WHITE AND INTEGRATED SCHOOLS

Item No.	Item	White School Q-Sort 1 Mean	White School Q-Sort 1 Rank	White School Q-Sort 2 Mean	White School Q-Sort 2 Rank	Sig. Level	Integrated School Q-Sort 1 Mean	Integrated School Q-Sort 1 Rank	Integrated School Q-Sort 2 Mean	Integrated School Q-Sort 2 Rank	Sig. Level
	Insufficient Relevance										
31.	Learn how to manage and budget my money	4.77	31	3.76	44	.01	5.03	24	4.39	42	.05
	Positive Irrelevance										
3.	Learn how to work with numbers	5.59	17	6.91	4	.01	5.34	12	6.20	3	.01
51.	Learn how to work with words -- reading, writing and speaking	5.86	11	6.94	3	.01	5.00	27	5.76	9	.05

TABLE 7

SINGLE ITEM HAVING INSUFFICIENT RELEVANCE FOR STUDENTS IN BOTH THE PREDOMINANTLY BLACK AND INTEGRATED SCHOOLS

Item No.	Item	Black School					Integrated School				
		Q-Sort 1		Q-Sort 2		Sig. Level	Q-Sort 1		Q-Sort 2		Sig. Level
		Mean	Rank	Mean	Rank		Mean	Rank	Mean	Rank	
2.	Learn about religion	3.62	50	2.99	51	.05	3.97	48	3.13	51	.05

TABLE 8

ITEMS CLASSIFIED AS IRRELEVANT ONLY FOR STUDENTS IN THE PREDOMINANTLY BLACK SCHOOL

Item No.	Item	Q-Sort 1 Mean	Rank	Q-Sort 2 Mean	Rank	Sig. Level
	Insufficient Relevance					
39.	Have a lot of pride and confidence in myself	5.99	8	5.22	20	.05
43.	Get a good job	6.60	2	5.87	7	.05
	Positive Irrelevance					
12.	Learn the homemaking or handyman skills needed for family life	4.38	40	5.13	25	.01
8.	Learn trades such as construction or manufacturing	4.00	45	4.76	36	.05

TABLE 9

SINGLE ITEM HAVING POSITIVE IRRELEVANCE ONLY FOR STUDENTS IN THE INTEGRATED SCHOOL

Item No.	Item	Q-Sort 1 Mean	Rank	Q-Sort 2 Mean	Rank	Sig. Level
9.	Learn what man has learned about himself	4.67	39	5.40	14	.01

TABLE 10

ITEMS CLASSIFIED AS INSUFFICIENTLY RELEVANT ONLY FOR STUDENTS IN THE PREDOMINANTLY WHITE SCHOOL (N=90)

Item No.	Item	Q-Sort 1 Mean	Q-Sort 1 Rank	Q-Sort 2 Mean	Q-Sort 2 Rank	Sig. Level
	Category 1*					
10.	Have the freedom to choose whatever subjects I want to take	6.06	9	4.94	28	.01
27.	Know more about myself	5.48	19	4.41	39	.01
1.	Like education	5.23	21	4.13	42	.01
26.	Be creative in whatever I do	5.61	16	4.79	31.5	.01
21.	Learn how to make greater use of my imagination	5.58	18	4.91	30	.05
	Category 2					
50.	Prepare to live in our rapidly changing world	6.40	3	5.21	20	.01
40.	Be able to make up my mind about important things	6.21	6	5.26	19	.01
	Category 3					
6.	Understand my parents better	4.07	42.5	2.77	50	.01
44.	Be happy in school	5.07	26.5	3.61	46	.01
14.	Have the freedom to hold assemblies with whomever we choose	4.88	29	3.97	43	.01

* Category one indicates what students most wanted out of school, but were least getting; category two indicates what students most wanted out of school, and were receiving but for which they were not receiving enough; and category three indicates what students least wanted out of school, and for the most part, were least receiving, but for which they were getting significantly less than appropriate.

TABLE 11

ITEMS CLASSIFIED AS POSITIVELY IRRELEVANT ONLY FOR STUDENTS IN THE PREDOMINANTLY WHITE SCHOOL

Item No.	Item	Q-Sort 1 Mean	Rank	Q-Sort 2 Mean	Rank	Sig. Level
	Category 1*					
42.	Learn about drugs	4.66	34.5	5.08	23	.05
	Category 2					
49.	Learn industrial arts such as electric or wood shop	3.27	49	4.40	40	.01
35.	Have good health habits	4.02	44	4.73	33	.01
	Category 3					
36.	Learn about our government and leaders	5.82	12	6.50	5	.01
37.	Get into college	6.59	2	7.22	1	.05

* Category one indicates what students least wanted school to do for them, but which school was most doing; category two indicates what students least wanted school to do for them, and for the most part, was least emphasized by school, but which school was still stressing too greatly; and category three indicates what students most wanted school to do for them and which was most emphasized by school, but to a greater degree than appropriate.

TABLE 12

SUMMARY OF ITEMS WHICH WERE IRRELEVANT FOR STUDENTS IN THE PREDOMINANTLY WHITE, PREDOMINANTLY BLACK AND INTEGRATED SCHOOLS

Item No.	Item	Schools		
		White	Black	Integrated
4.	Learn about sex	X	X	X*
16.	Know what to expect from marriage and family life	X	X	X
32.	Have the freedom to speak my mind freely in school	X	X	X
11.	Learn what happened long ago	X	X	X
18.	Learn what people have achieved in science	X	X	X
19.	Learn to appreciate the great artists and musicians	X	X	X
46.	Have the freedom to dress the way I want in school	X	X	
45.	Learn about the history of my race	X	X	
29.	Make the best of the opportunities available to me	X	X	
22.	Learn how to speak and write a foreign language	X	X	
15.	Learn something about many things	X	X	
33.	Be popular	X	X	
5.	Learn the thoughts of great writers and philosophers	X	X	
31.	Learn how to manage and budget my money	X		X
3.	Learn how to work with numbers	X		X
51.	Learn how to work with words -- reading, writing and speaking	X		X
2.	Learn about religion		X	X

TABLE 12 CONTINUED

Item No.	Item	Schools		
		White	Black	Integrated
10.	Have the freedom to choose whatever subjects I want to take	X		
27.	Know more about myself	X		
1.	Like education	X		
26.	Be creative in whatever I want to do	X		
21.	Learn how to make greater use of my imagination	X		
50.	Prepare to live in our rapidly world	X		
40.	Be able to make up my mind about important things	X		
6.	Understand my parents better	X		
44.	Be happy in school	X		
14.	Have the freedom to hold assemblies with whomever we choose	X		
42.	Learn about drugs	X		
49.	Learn industrial arts such as electric or wood shop	X		
35.	Have good health habits	X		
36.	Learn about our government and leaders	X		
37.	Get into college	X		
39.	Have a lot of pride and confidence in myself		X	
43.	Get a good job		X	
12.	Learn the homemaking or handyman skills needed for family life		X	
8.	Learn such trades as construction or manufacturing		X	
9.	Learn what man has learned about himself			X
30.	Prepare for further education after high school			

TABLE 12 CONTINUED

Item No.	Item	Schools		
		White	Black	Integrated
7.	Prepare for a better life			
25.	Learn what opportunities are available to me			
23.	Learn about the present			
38.	Understand more about people of other races			
13.	Learn about groups of people different from my own			
17.	Learn how to be a good citizen			
48.	Learn about the future			
34.	Be able to decide what is right and wrong			
41.	Learn about our economic system			
24.	Learn business or secretarial skills			
47.	Feel I am an important member of society			
28.	Understand how to have a sound mind and body			
20.	Learn about my community			

* X indicates that the item was categorized as irrelevant for the community of students within the indicated school.